



“To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you are going so that you better understand where you are now so that the steps you take are always in the right direction.”

Stephen Covey



## Focus Questions:

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1. How do we design a curriculum that is standards-based and vertically and horizontally aligned?
2. How do we determine proficiency and performance targets for each level of instruction?
3. How can we best assess student learning in each mode of communication?
4. What types of learning experiences prepare students for performance assessment?

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Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design

<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>

### Tuesday, December 1

Agenda	 <b>Agenda.docx</b> <a href="#">Details</a> <a href="#">Download</a> 95 KB
Powerpoint Handout	
Key Slides	
NCSSFL-ACTFL Can Do Statements	 <b>NCSSFL-ACTFL Can-Do_Statements.pdf</b> <a href="#">Details</a> <a href="#">Download</a> 607 KB
NCSSFL-ACTFL Global Benchmarks	 <b>NCSSFL-ACTFL Global Can-Do Benchma...</b> <a href="#">Details</a> <a href="#">Download</a> 421 KB
ACTFL Proficiency Guidelines	 <b>ACTFLProficiencyGuidelines2012_FINAL...</b> <a href="#">Details</a> <a href="#">Download</a> 219 KB

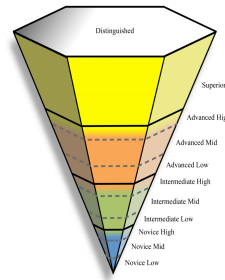
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# Backward Design

Identify desired results – What are the goals?

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How well?



What?



**WORLD-READINESS STANDARDS  
FOR LEARNING LANGUAGES**

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## Performance

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### Performance

- ☐ Based on classroom instruction
- ☐ Practiced
- ☐ Familiar content and context
- ☐ Learners practice the functions and related structures, vocabulary through a variety of tasks to get ready for the final performance assessment tasks

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## NCSSFL-ACTFL Global Can-Do Benchmarks

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	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid
<b>Interpersonal Communication</b>	I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.
<b>Presentational Speaking</b>	I can present information about myself and some other very familiar topics using single words or memorized phrases.	I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.	I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	I can present information on most familiar topics using a series of simple sentences.	I can make presentations on a wide variety of familiar topics using connected sentences.
<b>Presentational Writing</b>	I can copy some familiar words, characters, or phrases.	I can write lists and memorized phrases on familiar topics.	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.	I can write on a wide variety of familiar topics using connected sentences.

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## NCSSFL-ACTFL Global Can-Do Benchmarks

### Interpersonal

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Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid	Intermediate High
I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.	I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication.

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## Performance Rubric – Interpersonal Task

9	Strong Performance 10 9	Meets Expectations 8	Approaching Expectations 7	Struggling 6
How well am I understood?	easily understood; errors in speaking are minor and do not interfere with communication.	understood most of the time; may need to repeat or reword occasionally; errors in speaking do not interfere with communication.	difficult to understand at times; may ask for help expressing ideas; some errors may interfere with communication.	extremely difficult to understand; repeat frequently; errors interfere with communication.
How involved am I in the conversation?	ask a variety of relevant questions to keep the conversation going; respond to questions and/or add follow-up comments; encourage others to participate.	ask relevant questions to keep the conversation going; respond to questions and/or make a follow-up comment; equal participant in conversation.	ask a few relevant questions; give simple or minimal answers to questions.	ask random questions that may or may not be on topic; minimal participation.
How easily do I deliver my thoughts?	conversation flows with few pauses	hesitations occur but seem natural; complete thoughts.	hesitations occur and are awkward; few or no incomplete thoughts.	speech is slow and halting; long pauses may occur; struggle to complete or do not complete thoughts.
How do I demonstrate that I can correctly use the new vocabulary from the unit?	successfully use many new words and personal vocabulary related to the unit; elaborates to complete the task	successfully use new words related to the unit to complete the task.	successfully use a few of the new words related to the unit to partially complete the task.	rely on simple and very familiar vocabulary to partially complete the task.
What cultural knowledge and understandings do I share?	add relevant information about the target culture; use cultural gestures and/or expressions appropriately.	refer to relevant information about the target culture; may use cultural gestures and/or expressions appropriately.	make limited or no references to the target culture; may use a cultural gesture or expression.	respond only from personal point of view or perspective.

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## Proficiency

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### Branches: Text Type

- words
- sentences
- paragraphs

### Roots: Content & Contexts

- Topics
- Social Situations



### Leaves: Accuracy

- Pronunciation
- Grammar
- Vocabulary
- Socio-linguistic appropriateness
- Fluency

### Trunk: Functions

- Ask & answer questions
- Describe
- Compare & contrast
- Narrate & describe
- Support an opinion

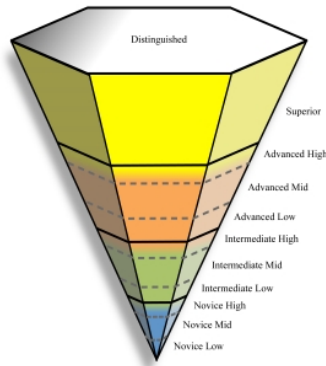
Chantal Thompson

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# Performance and Proficiency

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## Proficiency



## Performance



Internal Pyramid Representing ACTFL Rating Scale with Major Ranges and Sublevels including Distinguished

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# Proficiency

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## Proficiency

- Independent of specific classroom instruction
- Spontaneous
- Broad content and context
- Sustained performance across all the tasks and contexts for the level

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## Proficiency-based Rubric

Interpersonal Mode – Novice Learner

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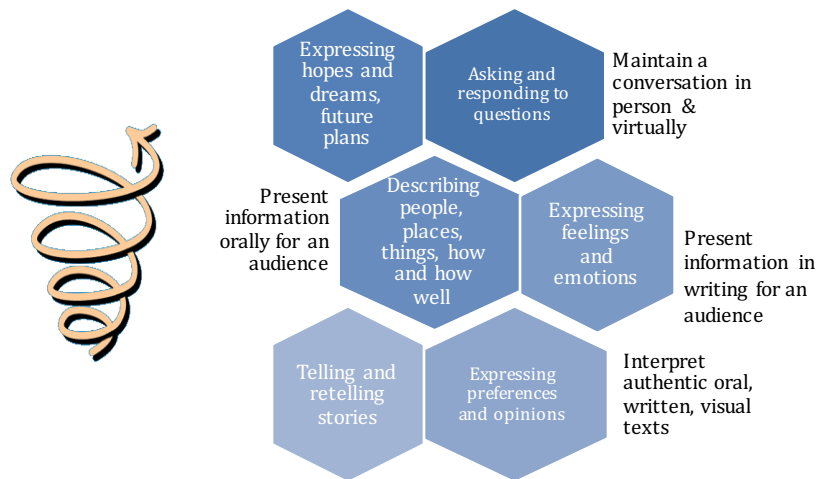
Criteria	Exceeds Expectations	Meets Expectations		Does Not Meet Expectations
		Strong	Minimal	
<b>Language Function</b>  <i>Language tasks the speaker is able to handle in a consistent, comfortable, sustained, and spontaneous manner.</i>	Creates with language by combining and recombining known elements; is able to express personal meaning in a basic way. Handles successfully a number of uncomplicated communicative tasks in straightforward social situations, primarily in concrete exchanges and topics necessary for survival in target-language cultures.	Uses mostly memorized language with some attempts to create. Handles a limited number of uncomplicated tasks involving topics related to basic personal information and some activities, preferences, and immediate needs.	Uses memorized language only, familiar language.	Has no real functional ability.

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## Key Functions and Related Tasks

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## Spiral of Functions

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FUNCTION	NOVICE	INTERMEDIATE	ADVANCED		
Describing people, places, things, how and how well	Give a description using one or two short adjectives or adverbs	Give a basic description & make simple comparisons using frequently used adjectives and adverbs	Give more detailed descriptions including comparatives, contrasts, and superlatives	Give detailed descriptions using a variety of precise adjectives and adverbs	Give detailed descriptions using a wide variety of precise adjectives and adverbs
RELATED LANGUAGE FUNCTIONS					
Analyze Categorize Classify Clarify Compare Contrast Count Define Describe Describe physical characteristics Describe the weather		Differentiate Edit Evaluate Explain Give biographical information Give examples Identify Illustrate Infer Interpret		Label List Locate Name Paraphrase Present Rephrase Restate Rewrite Summarize	

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## Increasing levels of proficiency

Novice → Intermediate → Advanced					
Express feelings and emotions	I can say that I am happy, sad	I can express my emotions in simple sentences	I can express emotions such as surprise, happiness, anger and sadness with some explanation	I can express and react to a variety of emotions and feelings giving detailed explanations	I can clearly clarify my emotions and feelings using precise vocabulary and detailed explanations
Tell or retell stories	I can say what I am doing in short memorized sentences	I can tell someone about my day in short, simple sentences	I can tell a story in a series of sentences	I can tell about something that happened or will happen giving the sequence of events	I can tell a detailed story using paragraph-length narration to describe the event

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## Text Type

### Quantity and Organization of Language Expands

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- Isolated words
- Words and phrases
- Discrete sentences
- Strings of sentences
- Connected sentences
- Single paragraphs
- Multiple paragraphs
- Extended cogent discourse



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## Targeted Performance

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In 10 words or less, how would you define the performance goal for a level 2 high school class?

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## Targeted Performance

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### Level 1 — (Novice High)

- use simple sentences / questions on very familiar topics

### Level 2 — (Novice High – Intermediate Low)

- create with language at the sentence level
- ask questions

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## Targeted Performance

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### Level 3 — (Intermediate Low – Intermediate Mid)

- develop ideas with supporting details in three time frames

### Level 4 — (Intermediate Mid - High)

- sustain paragraph length in one time frame
- narrate and describe in three time frames

### Level 5 — (Intermediate High – Advanced Low)

- state an opinion and defend/support that opinion

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## World-Readiness Standards for Learning Languages

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## Communication

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### National Standards

#### Communicate in languages other than English.

- 1.1 Interpersonal:** Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2 Interpretive:** Students understand and interpret written and spoken language on a variety of topics.
- 1.3 Presentational:** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

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### World-Readiness Standards

#### Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.

- 1.1 Interpersonal:** Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.
- 1.2 Interpretive:** Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- 1.3 Presentational:** Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.

## Mindset for Curriculum Design

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- Communicatively Purposeful: Building Toward Proficiency
- Culturally Focused: Developing Interculturality
- Intrinsically Interesting: Relevant to Learners
- Cognitively Engaging: Requiring Critical Thinking Skills
- Standards-Based: Reflecting Goals for Learning Languages

--Adapted from Helena Curtain

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## Moving from topic to thematic unit...

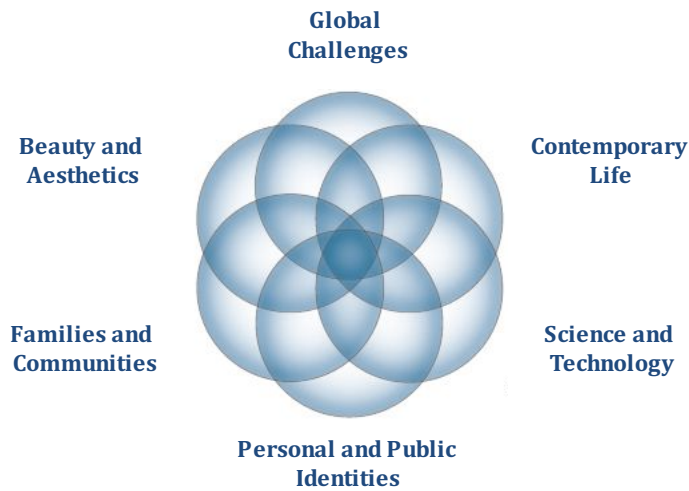
24

Topic	Theme	Essential Question
Food		
Travel		
Daily Routines		
Family		
Houses		
Me and my friends		

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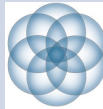
# AP Themes Guiding Unit Development

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Global Challenges	Contemporary Life	Personal and Public Identities
<ul style="list-style-type: none"> <li>• Diversity Issues—tolerance</li> <li>• Economic Issues</li> <li>• Environmental Issues</li> <li>• Health Issues</li> <li>• Human Rights</li> <li>• Nutrition and Food Safety</li> <li>• Peace and War</li> </ul>	<ul style="list-style-type: none"> <li>• Advertising and Marketing</li> <li>• Education</li> <li>• Holidays and Celebrations</li> <li>• Housing and Shelter</li> <li>• Leisure and Sports</li> <li>• Professions</li> <li>• Rites of Passage</li> <li>• Travel</li> </ul>	<ul style="list-style-type: none"> <li>• Alienation and Assimilation</li> <li>• Beliefs and Values</li> <li>• Gender and Sexuality</li> <li>• Language and Identity</li> <li>• Multiculturalism</li> <li>• Nationalism and Patriotism</li> </ul>
Beauty and Aesthetics	Families and Communities	Science and Technology
<ul style="list-style-type: none"> <li>• Architecture</li> <li>• Contributions to World Artistic Heritage</li> <li>• Ideals of Beauty</li> <li>• Literature</li> <li>• Music</li> <li>• Performing Arts</li> </ul>	<ul style="list-style-type: none"> <li>• Age and Class</li> <li>• Childhood and Adolescence</li> <li>• Citizenship</li> <li>• Customs and Ceremonies</li> <li>• Family Structures</li> <li>• Friendship and Love</li> </ul> 	<ul style="list-style-type: none"> <li>• Current Research Topics</li> <li>• Discoveries and Inventions</li> <li>• Ethical Questions</li> <li>• Future Technologies</li> <li>• Intellectual Property</li> <li>• The New Media</li> <li>• Social Impact of Technology</li> </ul>

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## Moving from topic to thematic unit...

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Topic	Theme	Essential Question
Food	Global Challenges	
Travel	Science and Technology	
Daily Routines	Contemporary Life	
Family	Families and Communities	
Houses	Beauty and Aesthetics	
Me and my friends	Personal and Public Identities	

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## Big Ideas =

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Theme  
+  
Essential Question

Contemporary Life:  
What makes a city special?

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## Essential Questions

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- They can be answered in the target language.
- They have no one right answer.
- All students can answer them.
- They enable all students to learn.
- They involve thinking, not just answering.
- They make students investigators.
- They are provocative—they hook students into wanting to learn.

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## Moving from topic to thematic unit...

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Topic	Theme	Essential Question
Food	Global Challenges	What is hunger?
Travel	Science and Technology	Why do we explore?
Daily Routines	Contemporary Life	What is a healthy lifestyle?
Family	Families and Communities	What is a family?
Houses	Beauty and Aesthetics	How much space do we need?
Me and my friends	Personal and Public Identities	Who am I?

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## Contemporary Life: Life in the City

What makes an ideal city?

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Students will have the opportunity to explore the city of (Angers) from the point of view of someone who might select Angers as a tourist destination. They will work with various texts that share information on Angers as they learn more about the city and will take a virtual tour of the chateau comparing that site with others they may have visited. They will compare Angers to their city and to other cities that are of interest to them. They will be able to identify features common to most cities and places and things to do that make Angers unique. They will be able to get around the city asking for and explaining where they are going and why they are going there. Working in small groups they will research other cities making comparisons to their own city and Angers. They will consider designations that indicate that cities are unique in other countries. They will talk with others to create a vacation plan naming cities they plan to visit and saying why.



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## ACTFL Integrated Performance Assessment

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### Interpretive

Students listen to, read and / or view an authentic text and answer information as well as interpretive questions to assess comprehension. The teacher provides students with feedback on performance.



### Presentational

Students engage in the presentational mode by sharing their research/ideas/opinions. Samples presentational formats: speeches, drama, skits, radio broadcasts, posters, brochures, essays, websites, etc.

### Interpersonal

After receiving feedback students engage in communication about a particular topic which relates to the interpretive text.



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## Advanced Placement Exam Format

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Section		Number of Questions	Percent of Final Score	Time
Section I: Multiple Choice				Approx. 95 minutes
Part A	Interpretive Communication: Print Texts	30 questions	50%	Approx. 40 minutes
Part B	Interpretive Communication: Print and Audio Texts (combined)	35 questions		Approx. 55 minutes
	Interpretive Communication: Audio Texts			
Section II: Free Response				Approx. 85 minutes
Interpersonal Writing: E-mail Reply		1 prompt	50%	15 minutes
Presentational Writing: Persuasive Essay		1 prompt		Approx. 55 minutes
Interpersonal Speaking: Conversation		5 prompts		20 seconds for each response
Presentational Speaking: Cultural Comparison		1 prompt		2 minutes to respond

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## AP - 2012

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**Presentational Writing:** You will write a persuasive essay to submit to a French writing contest. The essay topic is based on three accompanying sources that present different viewpoints on the topic and include both print and audio material. First, you will have 6 minutes to read the essay topic and the printed material. Afterward, you will hear the audio material twice; you should take notes while you listen. Then, you will have 40 minutes to prepare and write your essay. In your persuasive essay, you should present the sources' different viewpoints on the topic and also clearly indicate your own viewpoint and defend it thoroughly. Use information from all of the sources to support your essay. As you refer to the sources, identify them appropriately. Also, organize your essay into clear paragraphs.

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## AP – 2012

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**Presentation Speaking:** You will make an oral presentation on a specific topic to your class. You will have 4 minutes to read the presentation topic and prepare your presentation. Then you will have 2 minutes to record your presentation.

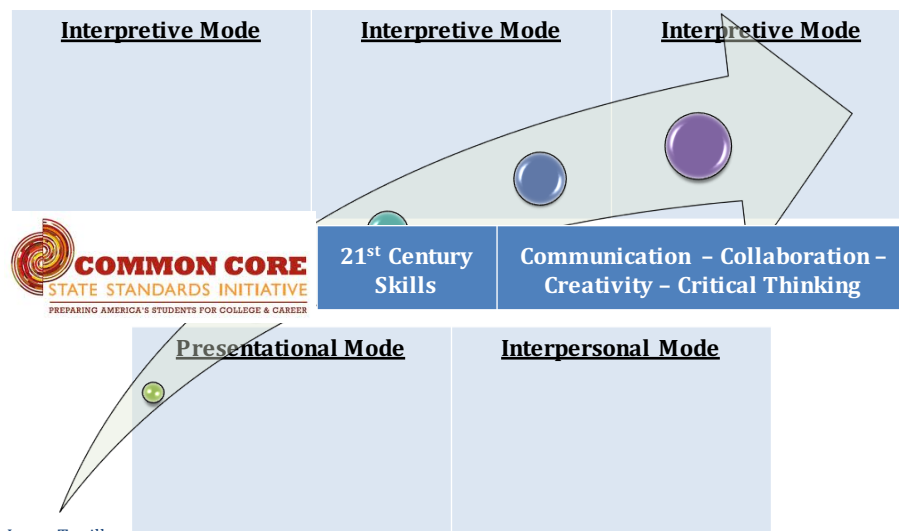
In your presentation, compare your own community to an area of the French-speaking world with which you are familiar. You should demonstrate your understanding of cultural features of the French-speaking world. You should also organize your presentation clearly.

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### Summative Performance Tasks

Do the tasks match the targeted performance level? Do they allow students to address the essential question in some way?

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## City Life

Do the tasks match the targeted performance level?  
Do they allow students to address the essential question in some way?

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### Interpretive Mode

Students will identify places in a city based on written and/or oral directions.

### Interpretive Mode

Students will read descriptions of various cities and will demonstrate comprehension of key elements indicating what they can see and do.

### Interpretive Mode

Students will read tourist information written for people planning to visit the city and use that information to determine where to go.

**Communication – Collaboration – Creativity –  
Critical Thinking**

### Presentational Mode

Your class is planning a trip to (country). You need to suggest a city to visit and explain what there is to do there and why it is a good place to visit.

### Interpersonal Mode

In small groups, review all the suggestions of cities to visit in (country). Select three cities that you want to visit, giving reasons for your choices.

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## Specific Can Do Statements

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Interpretive	<ol style="list-style-type: none"> <li>1. (L) I can understand and follow simple directions from one place to another in a city. (NH)</li> <li>2. (L &amp; R) I can understand the basic purpose of simple business ads or tourist ads with the help of visuals. (NH)</li> <li>3. (R) I can understand with the help of visuals basic information when reading about a place or service in a city. (NH)</li> <li>4. (R) I can identify things to see and do in a city with the help of visuals. (NH)</li> </ol>
Presentational	<ol style="list-style-type: none"> <li>1. (S &amp; W) I can talk and write about services and things to do in a city. (NH)</li> <li>2. (S &amp; W) I can talk and write about why one city is unique, what there is to do there and why it should be visited. (IL)</li> <li>3. (W) I can request complete a request for more information on a city. (NH)</li> <li>4. (S &amp; W) I can make simple comparisons between a US city and cities in the target culture. (NH)</li> </ol>
Interpersonal	<ol style="list-style-type: none"> <li>1. I can ask and answer questions about the city I like and the cities others like. (NH)</li> <li>2. I can exchange information about why I like and don't like certain cities. (NH)</li> <li>3. I can ask for directions and clarify if necessary. (NH)</li> <li>4. I can talk about how French-speaking cities compare to cities in the US. (NH)</li> </ol>

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## Student Can-do's

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I can	Yes	With some help	Not yet
<b>Identify</b> places in a city			
<b>Ask for and follow directions</b> within a city			
<b>Describe</b> places in a city			
<b>Express preferences with reasons</b> about what cities to visit			
<b>Make comparisons</b> between cities in the US and cities in France			
<b>Identify</b> places in a city			
<b>Promote</b> a city as an ideal place to live			

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## Learning Target – Name places that are found in and near cities

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Hear the conversation you want students to have. Do not teach the conversation.



- Do you want to go to Angers?
- Angers? I don't know. I like to go to the beach. Is there a beach?
- No, but there is a great castle and the beach is close to Angers.
- I prefer a town close to the beach. What about La Baule?
- Maybe, are there museums and good restaurants?
- Of course.
- OK, what about 3 days in La Baule and 3 in Angers.
- Great idea. Let's go.

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## Vocabulary: Imagine the conversation.....

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All languages should address all of the functions that are listed here. The actual vocabulary may be adjusted by language to reflect the types of resources being used as well as the cultural aspects of language.

### Describe a city

Comment est la ville?	What is the (city)like?
Elle est/ La ville est...	It is....
Grande, petite, moyenne	Big, small, medium sized
Y a-t-il....	Is there....? Are there....?
Il y a.... Il n'y a pas de....	There is .... / There isn't.....
Il y a un fleuve. Il n'y a pas de fleuve.	a river.
un château, pas de château	a chateau.
une école, pas d'école	school.
un café, pas de café	cafe.
un restaurant, pas de restaurant	restaurant.

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## Toolbox

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Language Functions I can....	Related Structures/Patterns	Essential Vocabulary
<b>Identify</b> places in a city		
<b>Ask for and follow directions</b> within a city		
<b>Describe</b> places in a city and what I do there		
<b>Identify</b> traits associated with cities in urban, suburban and rural settings		
<b>Express preferences with reasons</b> about what cities to visit, where to live		
<b>Make comparisons</b> between cities in the US and cities in France		
<b>Promote</b> "my" city as the ideal place to live		

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Toolbox		
Language Functions I can....	Related Structures/Patterns	Essential Vocabulary
<b>Identify</b> places in a city	There is, there are Definite articles	
<b>Ask for and follow directions</b> within a city	Commands (interpretive) Concept of "to the"	
<b>Describe</b> places in a city and what I do there	Adjective agreement and position, Present tense	
<b>Identify</b> traits associated with cities in urban, suburban and rural settings		
<b>Express preferences with reasons</b> about what cities to visit, where to live	I prefer....because I think....	
<b>Make comparisons</b> between cities in the US and cities in France	Comparatives – less, more as	
<b>Promote</b> "my" city as the ideal place to live	Commands, You can, you should, you have to	

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Toolbox		
Language Functions I can....	Related Structures/Patterns	Priority Vocabulary
<b>Identify</b> places in a city	There is, there are Definite articles	Names of typical buildings compass directions prepositions of location descriptive adjectives public transportation city related activities  ***** Winding streets City walls City center/Old city Middle Ages "ville fleurie" Flowered city
<b>Ask for and follow directions</b> within a city	Commands (interpretive) Concept of "to the"	
<b>Describe</b> places in a city and what I do there	Adjective agreement and position, Present tense	
<b>Identify</b> traits associated with cities in urban, suburban and rural settings		
<b>Express preferences with reasons</b> about what cities to visit, where to live	I prefer....because I think....	
<b>Make comparisons</b> between cities in the US and cities in France	Comparatives – less, more as	
<b>Promote</b> "my" city as the ideal place to live	Commands, You can, you should, you have to	

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## Importance of Authentic Texts

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Authentic Text – text written by speakers of the target language for speakers of the language



Plus besoin de faire ses lacets avec cette invention

- Real-world
- Culture rich
- Models of correct language

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## Selecting Authentic Text

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### Novice Range Interpretive Proficiency

Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly-predictable oral or written texts,  
**with strong visual support.**

#### Is the text:

- Intrinsically interesting, rich in ideas?
- Cognitively engaging, intellectually challenging?
- Communicatively purposeful, relevant to the learner?
- One that explores an aspect of the essential question?

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## Ouiiin! Mais que se passe-t-il?

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Au Japon, deux lutteurs de sumo, des sumotori, soulèvent des bébés pour un combat... de pleurs ! Cette cérémonie, appelée « Naki Sumo », a eu lieu dimanche dernier à Tokyo : les parents japonais y amènent leurs petits enfants car ils pensent que des bébés qui pleurent fort seront pleins de santé. C'est une coutume shintô, l'une des religions au Japon.

## Create a global mindset.....

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Rooms of the  
house

school

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## Complex Thinking — Simple Language

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No soy un abrigo.

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Helena Curtain

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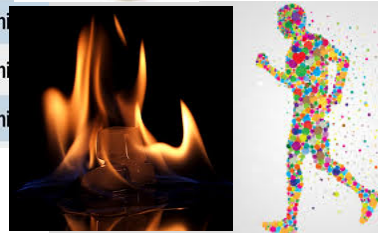
Alimenti e bevande	Kcal	Minuti di cammino (a 3,2 km all'ora) necessari per bruciare le calorie	
		Donna (peso 60 kg)	Uomo (peso 73 kg)
		D'ARCO	
<ul style="list-style-type: none"> <li>Un bicchierino di vermut dolce, 5 olive, 10-15 arachidi salate</li> </ul>	300	115 minuti	95 minuti
<ul style="list-style-type: none"> <li>Un tramezzino (pane g 30, formaggio g 30, prosciutto cotto g 20, maionese g 10)</li> </ul>	350	135 minuti	110 minuti
<ul style="list-style-type: none"> <li>Panino con hamburger al doppio formaggio</li> </ul>	450	170 minuti	140 minuti
<ul style="list-style-type: none"> <li>Patatine fritte (porzione media da fast food)</li> </ul>	340	130 minuti	110 minuti
<ul style="list-style-type: none"> <li>Una porzione di profiterol (g 100)</li> </ul>	280	110 minuti	90 minuti
<ul style="list-style-type: none"> <li>Una lattina di bibita zuccherata (330 cc)</li> </ul>	130	50 minuti	40 minuti

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## Making Authentic Text Comprehensible

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Alimenti e bevande	Kcal	Minuti di cammino (a 3,2 km all'ora necessari per bruciare le calorie)	
		Donna (peso 60 kg)	Uomo (peso 70 kg)
■ Un bicchierino di vermut dolce, 5 olive, 10-15 arachidi salate	300	115 minuti	95 minuti
■ Un tramezzino (pane g 30, formaggio g 30, prosciutto cotto g 20, maionese g 10)	350	135 minuti	110 minuti
■ Panino con hamburger al doppio formaggio	450	170 minuti	140 minuti
■ Patatine fritte (porzione media da fast food)	340	130 minuti	110 minuti
■ Una porzione di profiterol (g 100)	280	110 minuti	90 minuti
■ Una lattina di bibita zuccherata (330 cc)	130	50 minuti	40 minuti



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## Practice in target language; assess in English

52

**Comment dit-on.....**

*How do you say.....*



**Cherchez les mots qui indiquent.....**

*Find the words that indicate.....*

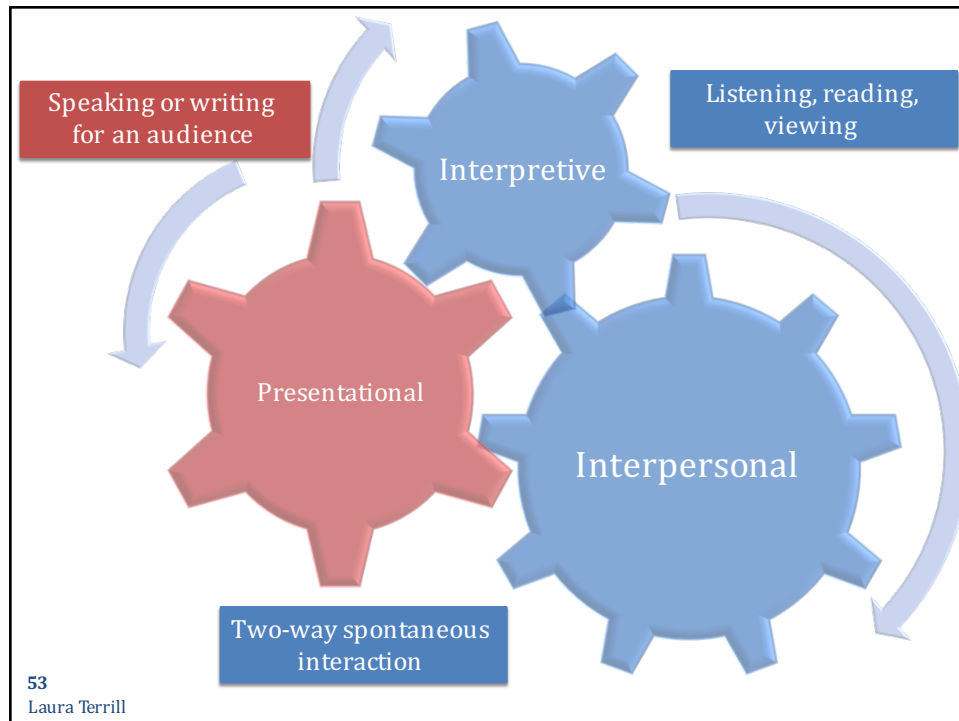
1. **une quantité de coca** (an amount of coke)
2. **pas toutes les profiteroles** (not all the profiteroles)
3. **une sauce blanche** (a white sauce)
4. **Quelque chose de jaune qui va souvent avec un hamburger** (something yellow that often goes with a hamburger)
5. **La nourriture qui exige plus de deux heures de marcher pour éliminer les calories** (the food that requires more than 2 hours of walking to get rid of calories)

**Quelle est l'idée principale?**

*What is the main idea?*

- a. **La différence entre les hommes et les femmes** (difference between men and women)
- b. **Une comparaison entre les calories et l'activité** (A comparison between calories and activity)
- c. **La nourriture qui est de mauvaise santé** (food that is unhealthy)

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## NAEP Foreign Language

54



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## Interpretive Mode

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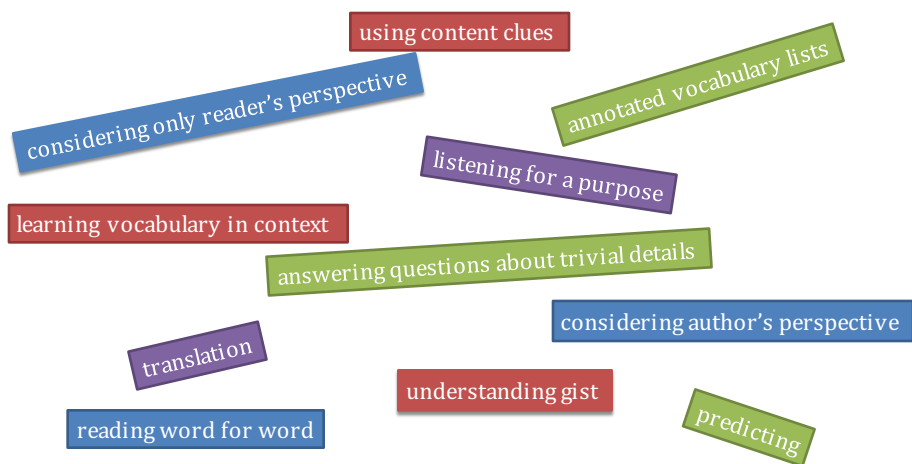
Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics.



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## Interpretive Communication is.....

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## Interpretive Communication....

57

is not	is
translation.	context-driven understanding (gist).
a hunt for trivial details.	whole picture; mediating meaning with the text; a focused task.
glossed readings; teaching all new vocabulary first.	familiar words in new context; and new words in a familiar context.
reading, listening or viewing from the reader's perspective only.	using the author's perspective and cultural perspective.
reading word for word.	re-phrasing chunks; retelling; predicting; and using structural clues.

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## Before Reading

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- Discussion
- Prediction
- Questioning
- Brainstorming
- Setting purpose

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## *During Reading*

59



- Guided
- Active
- Silent
- Individual

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## *After Reading*

60



- clarify
- reinforce
- extend knowledge

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## Families and Communities: Family and Friendship

Who is family? Why are we social beings?



## Cameroun: un jour dans la vie d'une réfugiée Centrafricaine

62

Students read the story of Binta.



Voici Binta. Elle et sa famille ont fui leur village en République centrafricaine il y a 5 mois. Ils ont perdu presque tous leurs biens sur le chemin. Il sont arrivés au Cameroun il y a deux mois et vivent maintenant dans un camp de réfugiés dans le village de Mbile.

<http://fr.wfp.org/photos/gallery/cameroun-refugie-centrafricaine-rca-distribution-alimentaire>

Laura Terrill

## Cameroun: un jour dans la vie d'une réfugiée Centrafricaine

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### Process:

1. Students read text silently and write one or more questions that can be answered in the text.
2. Students pair and ask each other their questions.
3. Teacher asks non-volunteers to share a question, may write correctly as student asks question.
4. Students think and share answer with partner; teacher selects non-volunteer to answer.
5. Process continues.
6. Teacher may ask questions to address parts of the text that are essential that have not been addressed.

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## Cameroun: un jour dans la vie d'une réfugiée Centrafricaine

64



Proof for		Proof against
	La famille de Binta habite au Cameroun.	<i>Non, la République centrafricaine</i>
	Leur village s'appelle Mbile.	
	Ils sont pauvres.	

### Process:

1. Students complete proof for/proof against individually.
2. They pair and compare answers.
3. They collaborate to write additional statements.
4. They combine with another pair to share statements.

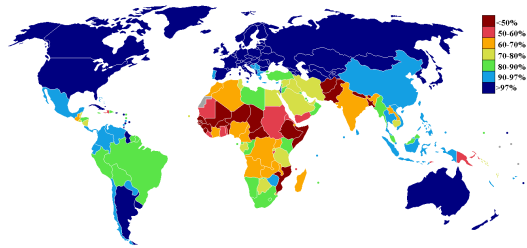
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## Global Challenges: Education

*Why can't all children go to school?*

65



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## Inferencing

66



1. What is going on in this picture
2. What do you see that makes you say that?
3. What more can we find?

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[visualthinkingstrategies.org](http://visualthinkingstrategies.org)

## *Daniel fait ses devoirs dans la rue, à la lumière d'un magasin.*

67



Students write questions in target language that are answered in the text.

Daniel Cabrera a 9 ans. Il vit aux Philippines, un pays d'Asie du Sud-Est, situé à plus de 11 000 kilomètres de la France. Les Philippines sont constituées de plus de 7 000 îles. Daniel vit à Cebu, une île située au centre de l'archipel philippin.

Laura Terrill

<http://1jour1actu.com/monde/enfant-photo-philippines-84059/>

## *Daniel fait ses devoirs dans la rue, à la lumière d'un magasin.*

68



Students select 3-4 important words and explain why.

Que nous montre cette photo?

Daniel est assis dans la rue, la nuit est tombée ; il a posé son cahier sur un tabouret et il fait ses devoirs à la lumière d'un fast-food, près de chez lui. Le petit garçon est très déterminé, il veut devenir policier... et médecin. Il sait que pour réussir il lui faut aller à l'école. Daniel est d'autant plus motivé qu'il vit dans un pays très pauvre : 1 Philippin sur 4 vit dans un bidonville, et n'a pas toujours de quoi manger. Beaucoup de petits Philippines travaillent ou mendient au lieu d'aller à l'école.

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<http://1jour1actu.com/monde/enfant-photo-philippines-84059/>

## Global Challenges: Consumerism

### EQ: What is responsible consumerism?

69

30 de noviembre de 2012  
**1 día sin compras**  
364 de consumo responsable

NO CONFUNDAS  
CALIDAD DE VIDA  
CON NIVEL DE CONSUMO

Muchas personas gastan dinero que no han ganado, para comprar cosas que no quieren, para impresionar a personas que no les agradan...

Will Smith  
en Los 200 millones

Organizan:  
Z.Ocean

Laura Terrill

¡POR FIN UN DÍA LIBRE!

MENOS MAL... EMPEZABA A ESTAR UN POCO QUEMADA

PHILADAS

## Made in Bangladesh

70

Day 1 - Brainstorm

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## Brainstorming

71

Procedure:

- 1 minute to generate an individual list
- 1 minute to share list with a partner. Each person adds new words to the list.
- Group students into group of 4, share and add.
- Go around the room calling out one word per group until all groups are out of words. Teacher records all words on something that can be displayed.

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## Made in Bangladesh

72

Before seeing the video....

Sentences in target language. Try to use cognates and circumlocution as much as possible at this point. Then, if you want them to have a specific word like "sewing" connect it to the cognate or definition you use in the either/or activity.

- She works in the US or in Banglesh.
- She works in a factory or in a school - by making the choice obvious you are able to embed new words in context.
- She makes clothes or she makes computers.
- She likes her work or hates her work.
- The boxes stay in Bangladesh or go to many countries.

Show the video in chunks at this point. Stop and have them retell the story in their own words.

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## La adicción a las compras



73

**LA ADICCIÓN A LAS COMPRAS** es un impulso incontrolable para adquirir objetos inútiles o innecesarios. La gratificación deriva, más que de la utilidad de los productos, del propio proceso de comprar. Este consumo, no planificado, va más allá de las posibilidades económicas de la persona y le lleva a tener un exceso en sus gastos e incluso a generar deudas.

Entre las causas que mueven a comprar de forma desmesurada no se encuentra la necesidad, sino un descontrol de los impulsos y un pensamiento irracional que surge de una necesidad emocional, de la falta de autoestima, de un vacío o de la imposibilidad de soportar frustraciones y problema.

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Shopping addiction is an uncontrollable impulse to acquire useless or unnecessary objects. Gratification is derived, not from the utility of the products, but from the act of buying. This unplanned consumption goes beyond the economic possibilities of the person and leads him to have an excess in expenditures and even generate debts.

Among the causes that move disproportionately to buy is not a necessity but a lack of control of impulses and irrational thought that arises from an emotional need, lack of self-esteem, a vacuum or inability to withstand frustrations and problem.

## ACTFL IPA INTERPRETIVE TASK COMPREHENSION GUIDE

74

- ❑ Key Word Recognition (*English to Target Language*)
- ❑ Main Idea(s)
- ❑ Supporting Details
- ❑ Organizational Features
- ❑ Guessing Meaning from Context (*TL to English*)
- ❑ Inferences
- ❑ Author's Perspective
- ❑ Comparing Cultural Perspectives
- ❑ Personal Reaction to the Text

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## Key Word Recognition

75

**Find the following Spanish words in the article.**

- |             |                     |
|-------------|---------------------|
| 1. impulse  | 5. unplanned        |
| 2. useless  | 6. among the causes |
| 3. vacuum   | 7. self-esteem      |
| 4. tolerate | 8. necessity        |

<b>Strong Comprehension</b>	<b>10</b>	Identifies all key words appropriately within context of the text.
<b>Meets Expectations</b>	<b>9</b>	Identifies majority of key words appropriately within context of the text.
<b>Approaching Expectations</b>	<b>8</b>	Identifies half of key words appropriately within the context of the text.
<b>Minimal Comprehension</b>	<b>7</b>	Identifies fewer than half of key words appropriately within the context of the text.
<b>No Comprehension</b>	<b>5</b>	Does not identify any of the words appropriately within the context of the text.

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## Main Idea

76

**What is the main idea of this article? Answer in English.**

<b>Strong Comprehension</b>	<b>10</b>	Identifies the complete main ideas(s) of the text.
<b>Meets Expectations</b>	<b>9</b>	Identifies the key parts of the main ideas(s) of the text but misses some elements.
<b>Approaching Expectations</b>	<b>8</b>	Identifies some parts of the main idea(s) of the text.
<b>Minimal Comprehension</b>	<b>7</b>	May identify some ideas from the text but they do not represent the main idea(s). They are supporting details.
<b>No Comprehension</b>	<b>5</b>	Does not provide a response.

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## Supporting Details

77

Check each detail that is mentioned in the article (not all are included). Copy the information that is given for each detail you have checked.

- \_\_\_ 1. Those who shop to excess often incur debt. \_\_\_\_\_
- \_\_\_ 2. Compulsive shoppers shop out of emotional necessity. \_\_\_\_\_
- \_\_\_ 3. Compulsive shoppers usually buy more and more each time. \_\_\_\_\_
- \_\_\_ 4. Shopping gives some people a rush of adrenaline. \_\_\_\_\_
- \_\_\_ 5. Compulsive shoppers have trouble dealing with frustrations and problems. \_\_\_\_\_
- \_\_\_ 6. Compulsive shoppers buy items that are not needed. \_\_\_\_\_

<b>Strong Comprehension</b>	<b>10</b>	Identifies all supporting details in the text and accurately provides information from the text to support these details.
<b>Meets Expectations</b>	<b>9</b>	Identifies the majority of supporting details in the text and provides information from the text to support some of these details.
<b>Approaching Expectations</b>	<b>8</b>	Identifies half of the supporting details in the text and may provide limited information from the text to support these details.
<b>Minimal Comprehension</b>	<b>7</b>	Identifies a few supporting details in the text but may be unable to provide information from the text to explain these details.
<b>No Comprehension</b>	<b>5</b>	Does not provide a response.

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## Guessing Meaning from Context

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Based on this text, write what the following words/expressions probably mean. Give your answer in English.

1. la gratificación **deriva**
2. un **pensamiento** irracional
3. la **falta** de autoestima
4. tener un **exceso**
5. generar **deudas**
6. **soportar** frustraciones

<b>Strong Comprehension</b>	<b>10</b>	Infers meaning of all unfamiliar words and phrases in the text. Inferences are accurate.
<b>Meets Expectations</b>	<b>9</b>	Infers meaning of more than half of unfamiliar words and phrases in the text. The inferences are plausible although some may not be accurate.
<b>Approaching Expectations</b>	<b>8</b>	Infers meaning of half of unfamiliar words and phrases in the text. The inferences are plausible although many are not accurate.
<b>Minimal Comprehension</b>	<b>7</b>	Infers meaning of less than half of unfamiliar words and phrases in the text. The inferences are plausible although many are not accurate.
<b>No Comprehension</b>	<b>5</b>	Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking.

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## Inferences

79

Is the author critical of or understanding of the shoppers he describes in the article? Support your answer with evidence from the text. Give your answer in English.

<b>Strong Comprehension</b>	<b>10</b>	Infers and interprets the text's meaning using clear evidence from the text.
<b>Meets Expectations</b>	<b>9</b>	Infers and interprets the text's meaning in a partially complete and/or partially plausible manner
<b>Approaching Expectations</b>	<b>8</b>	Makes a few plausible inferences regarding the text's meaning.
<b>Minimal Comprehension</b>	<b>7</b>	Inferences and interpretations of the text's meaning are incomplete and/or not supported by evidence from the text.
<b>No Comprehension</b>	<b>5</b>	Does not provide a response.

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## Cultural Perspectives

80

What have you learned about the target language culture from this article? Would this article have been different if it had been written for a US audience? Give your answer in English.

<b>Strong Comprehension</b>	<b>10</b>	Identifies cultural perspectives/norms accurately. Provides a detailed connection of cultural products/practices to perspectives.
<b>Meets Expectations</b>	<b>9</b>	Identifies some cultural perspectives/norms accurately. Connects cultural products/practices to perspectives.
<b>Approaching Expectations</b>	<b>8</b>	Identifies some cultural perspectives/norms accurately. Provides a minimal connection of cultural products/practices to perspectives.
<b>Minimal Comprehension</b>	<b>7</b>	Identification of cultural perspectives/norms is mostly superficial or lacking And/or connection of cultural practices/products to perspectives is superficial or lacking.
<b>No Comprehension</b>	<b>5</b>	Does not provide a response.

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## IPA Interpretive Comprehension

### Literal Comprehension

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	Strong Comprehension	Meets Expectations	Approaching Expectations	Minimal Comprehension
<b>Word Recognition</b>	Identifies all key words appropriately within context of the text.	Identifies majority of key words appropriately within context of the text.	Identifies half of key words appropriately within the context of the text.	Identifies a few key words appropriately within the context of the text.
<b>Main Idea Detection</b>	Identifies the complete main idea(s) of the text.	Identifies the key parts of the main idea(s) of the text but misses some elements.	Identifies some part of the main idea(s) of the text.	May identify some ideas from the text but they do not represent the main idea(s).
<b>Supporting Detail Detection</b>	Identifies all supporting details in the text and accurately provides information from the text to explain these details.	Identifies the majority of supporting details in the text and provides information from the text to explain some of these details.	Identifies some supporting details in the text and may provide limited information from the text to explain these details. Or identifies the majority of supporting details but is unable to provide information from the text to explain these details.	Identifies a few supporting details in the text but may be unable to provide information from the text to explain these details.

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## IPA Interpretive Comprehension

### Figurative Comprehension

82

	Strong Comprehension	Meets Expectations	Approaching Expectations	Minimal Comprehension
<b>Organizational Features</b>	Identifies the organizational feature(s) of the text and provides an appropriate rationale.	Identifies the organizational feature(s) of the text; rationale misses some key points.	Identifies in part the organizational feature(s) of the text; rationale may miss some key points. Or, identifies the organizational feature(s) but rationale is not provided.	Attempts to identify the organizational feature(s) of the text but is not successful.
<b>Guessing Meaning from Context</b>	Infers meaning of unfamiliar words and phrases in the text. Inferences are accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although some may not be accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although many are not accurate.	Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking.
<b>Inferences</b>	Infers and interprets the text's meaning in a highly plausible manner.	Infers and interprets the text's meaning in a partially complete and/or partially plausible manner.	Makes a few plausible inferences regarding the text's meaning.	Inferences and interpretations of the text's meaning are largely incomplete and/or not plausible.
<b>Author's Perspective</b>	Identifies the author's perspective and provides a detailed justification.	Identifies the author's perspective and provides a justification.	Identifies the author's perspective but justification is either inappropriate or incomplete.	Unable to identify the author's perspective.
<b>Cultural Perspectives</b>	Identifies cultural perspectives/norms accurately. Provides a detailed connection of cultural products/practices to perspectives.	Identifies some cultural perspectives/norms accurately. Connects cultural products/practices to perspectives.	Identifies some cultural perspectives/norms accurately. Provides a minimal connection of cultural products/practices to perspectives.	Identification of cultural perspectives/norms is mostly superficial or lacking. And/or connection of cultural practices/products to perspectives is superficial or lacking.

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## Interpretive Listening

83

### French



What do you know about Albam? Check all that apply.

- \_\_\_ She is a professor.
- \_\_\_ She is 24.
- \_\_\_ She does not have children.
- \_\_\_ She likes sports.
- \_\_\_ She often goes to the gym.
- \_\_\_ She lives in Paris.

Are you likely to be friends with Albam?  
Why or why not? Justify your answer with  
information from the text.

### Spanish



What do you know about Sergio? List 3 things.

- 1.
- 2.
- 3.

What one question might you ask to get to know him better?

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## Key Word Recognition

84

<b>Strong Comprehension</b>	<b>10</b>	Identifies all key words appropriately within context of the text.
<b>Meets Expectations</b>	<b>9</b>	Identifies majority of key words appropriately within context of the text.
<b>Approaching Expectations</b>	<b>8</b>	Identifies half of key words appropriately within the context of the text.
<b>Minimal Comprehension</b>	<b>7</b>	Identifies fewer than half of key words appropriately within the context of the text.
<b>No Comprehension</b>	<b>5</b>	Does not identify any of the words appropriately within the context of the text.

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